

Year: 3	Term: Autumn 1	Timescale: 5 Weeks
Subject	Art and Design	
Unit	Prehistoric Painting	
Objectives Linked to NC	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
Art and Design Area of Making	Painting	
Key Learning	<ul style="list-style-type: none"> • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours. 	
Prior Learning	<ul style="list-style-type: none"> • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates. • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. 	

Future Learning	<ul style="list-style-type: none"> • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects. • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. • Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. • Show they have considered the effect created by their choice of materials and composition in their final piece.
Key Vocabulary	Composition, pigment, prehistoric, proportion, smudging, tone
Prior Vocabulary	Overlap, detail, surface, hue, shade, primary colour, secondary colour, pattern, mix, blend, print, shape, kaleidoscope, space
Future Vocabulary	Continuous line drawing, carbon paper, transfer, atmosphere, artist Study, medium, translate, interpret, inference, respond, abstract, compose, thoughtprovoking
Activities	<ul style="list-style-type: none"> • Explore Stone Age Art • Create a line drawing inspired by Stone Age Art • Produce a large drawing using scaling techniques • Experiment with creating pigments similar to those used in the stone age • Explore with creating a Stone Age painting using charcoal and their own pigments
Artist Focus	Focus on the historical elements of art in the Stone Age
Links to Other Subjects	<ul style="list-style-type: none"> • History – The Stone Age

Year: 3	Term: Spring 1	Timescale: 5 weeks
Subject	Art and Design	
Unit	Growing Artists	
Objectives Linked to NC	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
Art and Design Area of Making	Drawing	
Key Learning	<ul style="list-style-type: none"> • Know the difference between organic and geometric shapes. • Use simple shapes to form the basis of a detailed drawing. • Use shading to demonstrate a sense of light and dark in their work. • Shade with a reasonable degree of accuracy and skill. Blend tones smoothly and follow the four shading rules. • Collect a varied range of textures using frottage. • Use tools competently, being willing to experiment. Generate ideas mostly independently and make decisions to compose an interesting frottage image. • Make considered cuts and tears to create their ideas. • Understand how to apply tone, with some guidance about where to use it. • Draw a framed selection of an image onto a large scale with some guidance. • Try a range of drawing materials, beginning to demonstrate expressive marks by trying tools in an interesting way 	
Prior Learning	<ul style="list-style-type: none"> • Show knowledge of the language and literacy to describe lines. • Show control when using string and chalk to draw lines. • Experiment with a range of mark-making techniques, responding appropriately to music. • Colour neatly and carefully, featuring a range of different media and colours. • Apply a range of marks successfully to a drawing. • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making. 	
Future Learning	<ul style="list-style-type: none"> • Create several pencil tones when shading and create a simple 3D effect. • Explore the effect of holding a pencil in different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. • Demonstrate an awareness of the relative size of the objects they draw. • Use scissors with care and purpose to cut out images. • Try out multiple arrangements of cut images to decide on their composition. • Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. 	

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	<ul style="list-style-type: none"> • Work co-operatively to create a joint artwork, experimenting with their methods.
Key Vocabulary	Geometric, organic, object, arrangement, light, dark, shading, tone, form, scale, rubbing, surface
Prior Vocabulary	tippling, sketch, illustrator, illustrations, expression, emotion, texture, blending
Future Vocabulary	Contract, observational drawing, gradient, symmetry, precision, mixed media, wax resist, collaborative, figurative, mono-print, block print
Activities	<ul style="list-style-type: none"> • To recognise how artists use shape in drawing • To understand how to create tone in drawing y shading • To understand how texture can be created and used to make art • To apply observational drawing skills to create detailed studies • To explore composition and scale to create abstract drawings
Artist Focus	Georgia O'Keefe and Maud Purdy
Links to Other Subjects	<ul style="list-style-type: none"> • Maths – geometry properties of shape

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Year: 3	Term: Summer 1	Timescale: 5 weeks
Subject	Art and Design	
Unit	Egyptian Scrolls	
Objectives Linked to NC	<ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences • Become proficient in drawing, painting, sculpture and other art, craft and design techniques • Evaluate and analyse creative works using the language of art, craft and design • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 	
Art and Design Area of Making	Craft	
Key Learning	<ul style="list-style-type: none"> • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information. 	
Prior Learning	<ul style="list-style-type: none"> • Give an opinion about whether an activity counts as 'art'. • Listen attentively to a visitor describing their creative interests. • Draw and talk about a remembered experience of making something creative. • Independently choose and measure lengths of wool and join wool sections together. • Adjust their wrapping technique if something doesn't work well. • Show that they are selecting colours thoughtfully. • Be open to trying out a new skill. Show that they are choosing materials based on colour, thickness and flexibility. • Show resilience and keep going when things don't go right the first time. • Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). • Weave with paper, achieving a mostly accurate pattern of alternating strips. • Describe their own weaving and compare it to Vicuña's artwork. • Attach things securely to their box loom. • Remember the process needed for weaving and attach some elements in this way. • Discuss the choices they make and what they like about their finished work. 	
Future Learning	<ul style="list-style-type: none"> • Sketch a house from first-hand or second-hand observation. • Use basic shapes to place key features and form the composition, measuring to work out proportions. • Notice small details to incorporate into the drawing by observing. 	

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	<ul style="list-style-type: none"> • Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. • Follow steps to create a print with clear lines, with some smudging. • Purposefully evaluate their work, demonstrating what went well and what could be improved. • Create a building design based on a theme or set purpose. • Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style. • Create a factual presentation about Hundertwasser in a visually pleasing way. • Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices. • Give constructive feedback to others about their monument designs.
Key Vocabulary	Papyrus, scroll, technique, process, zine, fold, audience, inform
Prior Vocabulary	Knot, plait, warp, weft, loom, weaving, thread, threading
Future Vocabulary	Architecture, perspective, birds eye view, monument, elevation, viewfinder, design brief
Activities	<ul style="list-style-type: none"> • To investigate the style, pattern and characteristics of Ancient Egyptian art • To apply design skills inspired by the style of ancient civilisation • To apply understanding of ancient techniques to construct a new material • To apply drawing and painting skills in the style of ancient civilisation • To apply an understanding of Egyptian art to develop a contemporary response
Artist Focus	Look at and analyse Egyptian art and the materials and techniques used
Links to Other Subjects	<ul style="list-style-type: none"> • History – Ancient Egyptian